



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 11991489
SAU: MSAD 05
School: Rockland District Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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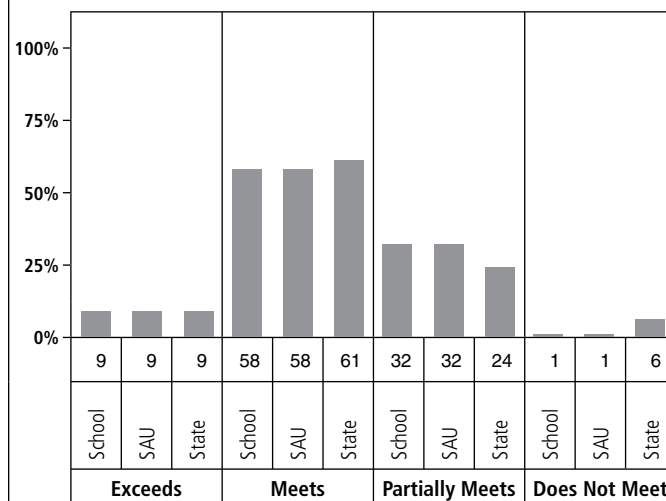
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 05
School: Rockland District Middle School

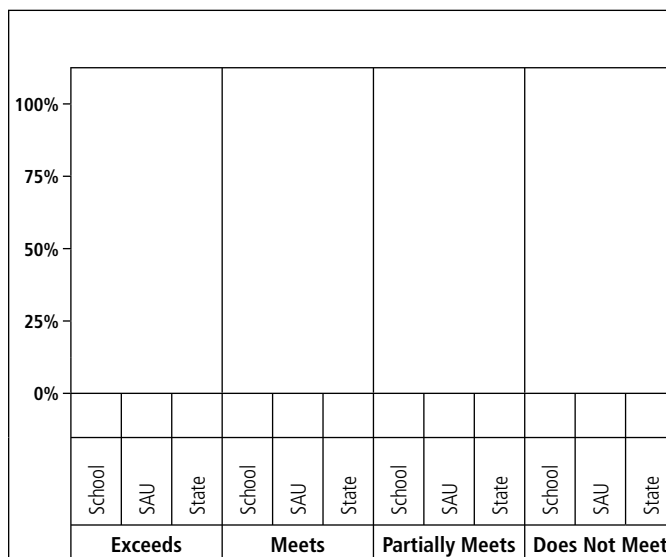
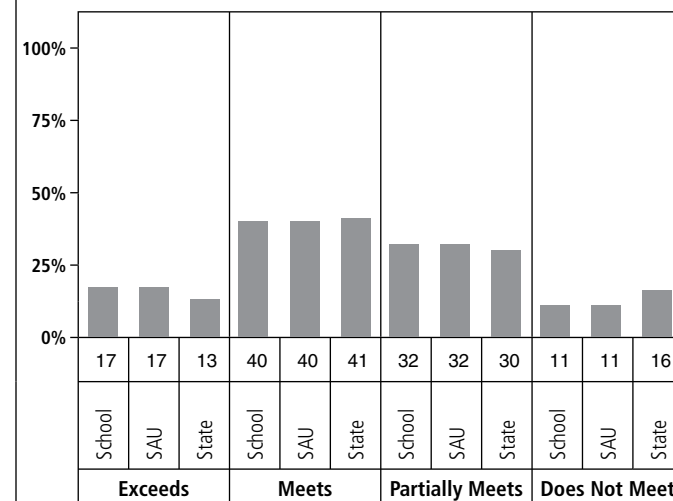
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	646	646	646
2007–2008	647	647	648
2008–2009	647	647	647
Cum. Avg.*	647	647	647
Mathematics			
2006–2007	640	640	643
2007–2008	643	643	642
2008–2009	644	644	643
Cum. Avg.*	642	642	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: MSAD 05
School: Rockland District Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	109	100	111	100	14251	100	105	97	107	97	14150	99	106	98	108	98	14156	100						
Ethnicity African American/Black	1	1	1	1	421	3	1	100	1	100	412	98	1	100	1	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	2	2	2	2	212	1	2	100	2	100	210	99	2	100	2	100	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	106	97	108	97	13309	93	102	97	104	97	13224	100	103	98	105	98	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	13	16	14	2468	17	11	85	13	87	2423	99	12	92	14	93	2426	99						
Current LEP	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
Economically disadvantaged	56	51	57	51	5780	41	53	96	54	96	5724	99	54	98	55	98	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	95	87	95	86	11369	80	95	87	95	86	11373	80						
Identified disability (PET/IEP)	1	1	1	1	355	3	1	1	1	1	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	10	9	10	9	2594	18	11	10	11	10	2605	18						
Identified disability (PET/IEP)	10	100	10	100	1881	73	11	100	11	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	0	0	2	2	187	1	0	0	2	2	178	1						
Identified disability (PET/IEP)	0	0	2	100	187	100	0	0	2	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	1	1	1	1	26	0	1	1	1	1	25	0						
Non-participation – other	3	3	3	3	75	1	2	2	2	2	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 05
School: Rockland District Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	7	7	7	7	1132	8
	2007-2008	7	8	7	8	1817	13
	2008-2009	9	9	9	9	1309	9
	Cum. Total*	23	8	23	8	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	54	54	54	54	8127	57
	2007-2008	56	62	56	62	8072	57
	2008-2009	61	58	61	58	8564	61
	Cum. Total*	171	58	171	58	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	32	32	32	32	3549	25
	2007-2008	21	23	21	23	3194	23
	2008-2009	34	32	34	32	3291	24
	Cum. Total*	87	29	87	29	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	7	7	7	7	1478	10
	2007-2008	6	7	6	7	981	7
	2008-2009	1	1	1	1	799	6
	Cum. Total*	14	5	14	5	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.7	60.2	33.7	60.2	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.8	59.0	11.8	59.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.9	60.8	21.9	60.8	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: MSAD 05
 School: Rockland District Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	105	9	9	61	58	34	32	1	1	647	105	9	58	32	1	647	13963	9	61	24	6	647
Ethnicity																						
African American/Black	1										1						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	2										2						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	102	9	9	58	57	34	33	1	1	647	102	9	57	33	1	647	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	6	55	1	9	639	11	0	36	55	9	639	2236	1	30	48	22	637
No	94	9	10	57	61	28	30	0	0	648	94	10	61	30	0	648	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	105	9	9	61	58	34	32	1	1	647	105	9	58	32	1	647	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	53	2	4	28	53	23	43	0	0	644	53	4	53	43	0	644	5617	4	54	33	9	643
No	52	7	13	33	63	11	21	1	2	650	52	13	63	21	2	650	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	105	9	9	61	58	34	32	1	1	647	105	9	58	32	1	647	13959	9	61	24	6	647
Gender																						
Female	51	8	16	29	57	14	27	0	0	650	51	16	57	27	0	650	6743	13	63	20	4	649
Male	54	1	2	32	59	20	37	1	2	645	54	2	59	37	2	645	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	2	15	11	85	0	0	638	13	0	15	85	0	638	1408	4	41	43	12	641
No	92	9	10	59	64	23	25	1	1	648	92	10	64	25	1	648	12555	10	64	21	5	648
Gifted/talented program																						
Yes	4										4						636	39	59	2	0	659
No	101	7	7	59	58	34	34	1	1	647	101	7	58	34	1	647	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 05
School: Rockland District Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	650	1	0	100	0	0	650	6	5	47	32	16	642
B. less than one hour	68	7	10	37	52	26	37	1	1	646	68	10	52	37	1	646	59	9	62	24	5	647
C. one to two hours	28	2	7	21	72	6	21	0	0	650	28	7	72	21	0	650	32	11	64	21	4	648
D. more than two hours	4	0	0	2	50	2	50	0	0	644	4	0	50	50	0	644	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	28	5	17	18	62	6	21	0	0	651	28	17	62	21	0	651	31	17	66	14	3	651
B. good	48	4	8	31	62	14	28	1	2	647	48	8	62	28	2	647	48	8	64	23	5	647
C. fair	19	0	0	9	45	11	55	0	0	643	19	0	45	55	0	643	18	2	48	40	10	641
D. poor	6	0	0	3	50	3	50	0	0	643	6	0	50	50	0	643	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	35	5	14	22	59	10	27	0	0	650	35	14	59	27	0	650	38	13	65	18	3	650
B. They match some of what I have learned.	50	4	8	29	56	18	35	1	2	646	50	8	56	35	2	646	49	8	63	24	5	647
C. They match just a little of what I have learned.	10	0	0	8	80	2	20	0	0	645	10	0	80	20	0	645	10	5	48	36	11	642
D. There is no match.	6	0	0	2	33	4	67	0	0	641	6	0	33	67	0	641	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	15	0	0	5	31	10	63	1	6	640	15	0	31	63	6	640	16	7	52	30	11	644
B. about the same as my regular schoolwork	64	7	10	41	61	19	28	0	0	648	64	10	61	28	0	648	66	10	64	22	4	648
C. easier than my regular schoolwork	21	2	9	15	68	5	23	0	0	649	21	9	68	23	0	649	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	3	30	7	70	0	0	640	10	0	30	70	0	640	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	52	2	4	33	60	19	35	1	2	645	52	4	60	35	2	645	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	38	7	18	25	63	8	20	0	0	652	38	18	63	20	0	652	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	8	14	31	55	16	29	1	2	648	53	14	55	29	2	648	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	45	1	2	29	62	17	36	0	0	646	45	2	62	36	0	646	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	50	1	50	0	0	641	2	0	50	50	0	641	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	27	6	21	16	57	6	21	0	0	652	27	21	57	21	0	652	23	15	65	16	4	650
B. 20 minutes to an hour	42	3	7	25	57	16	36	0	0	647	42	7	57	36	0	647	49	10	64	22	4	648
C. less than 20 minutes	10	0	0	7	64	4	36	0	0	643	10	0	64	36	0	643	11	6	58	29	7	645
D. I rarely read at home.	21	0	0	13	59	8	36	1	5	643	21	0	59	36	5	643	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 05
School: Rockland District Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	8	8	8	8	2092	15
	2007-2008	7	8	7	8	1474	10
	2008-2009	18	17	18	17	1807	13
	Cum. Total*	33	11	33	11	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	36	36	36	36	5731	40
	2007-2008	45	50	45	50	6008	43
	2008-2009	42	40	42	40	5662	41
	Cum. Total*	123	42	123	42	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	36	36	36	36	4175	29
	2007-2008	24	27	24	27	4244	30
	2008-2009	34	32	34	32	4219	30
	Cum. Total*	94	32	94	32	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	20	20	20	20	2308	16
	2007-2008	14	16	14	16	2346	17
	2008-2009	12	11	12	11	2290	16
	Cum. Total*	46	16	46	16	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	31.4	56.1	31.4	56.1	30.6	54.6
A. Number	18	32	10.3	57.2	10.3	57.2	10.3	57.2
B. Data	12	21	7.2	60.0	7.2	60.0	6.6	55.0
C. Geometry	14	25	7.4	52.9	7.4	52.9	7.3	52.1
D. Algebra	12	21	6.4	53.3	6.4	53.3	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: MSAD 05
 School: Rockland District Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	106	18	17	42	40	34	32	12	11	644	106	17	40	32	11	644	13978	13	41	30	16	643
Ethnicity																						
African American/Black	1										1						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	2										2						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	103	17	17	41	40	33	32	12	12	644	103	17	40	32	12	644	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	3	25	7	58	2	17	634	12	0	25	58	17	634	2248	3	18	33	46	629
No	94	18	19	39	41	27	29	10	11	646	94	19	41	29	11	646	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	106	18	17	42	40	34	32	12	11	644	106	17	40	32	11	644	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	54	4	7	23	43	18	33	9	17	640	54	7	43	33	17	640	5620	6	33	37	25	637
No	52	14	27	19	37	16	31	3	6	649	52	27	37	31	6	649	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	106	18	17	42	40	34	32	12	11	644	106	17	40	32	11	644	13974	13	41	30	16	643
Gender																						
Female	51	11	22	21	41	14	27	5	10	647	51	22	41	27	10	647	6738	12	40	32	16	642
Male	55	7	13	21	38	20	36	7	13	643	55	13	38	36	13	643	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	2	15	7	54	4	31	629	13	0	15	54	31	629	1410	3	24	41	32	634
No	93	18	19	40	43	27	29	8	9	647	93	19	43	29	9	647	12568	14	42	29	15	644
Gifted/talented program																						
Yes	4										4						637	65	32	3	0	665
No	102	16	16	40	39	34	33	12	12	643	102	16	39	33	12	643	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 05
School: Rockland District Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	652	1	0	100	0	0	652	6	7	32	28	32	636
B. less than one hour	68	14	20	28	39	21	30	8	11	645	68	20	39	30	11	645	59	13	41	30	16	643
C. one to two hours	28	4	14	12	41	11	38	2	7	646	28	14	41	38	7	646	32	14	41	31	14	644
D. more than two hours	4	0	0	1	25	2	50	1	25	634	4	0	25	50	25	634	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	10	40	12	48	2	8	1	4	656	24	40	48	8	4	656	30	27	45	18	9	651
B. good	34	8	22	12	33	13	36	3	8	646	34	22	33	36	8	646	46	9	45	31	15	643
C. fair	31	0	0	13	39	16	48	4	12	638	31	0	39	48	12	638	20	2	29	43	26	635
D. poor	10	0	0	5	45	3	27	3	27	636	10	0	45	27	27	636	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	7	26	11	41	9	33	0	0	649	26	26	41	33	0	649	35	18	42	27	13	646
B. They match some of what I have learned.	54	10	18	21	37	20	35	6	11	644	54	18	37	35	11	644	50	11	43	31	15	643
C. They match just a little of what I have learned.	18	1	5	10	53	4	21	4	21	640	18	5	53	21	21	640	13	8	31	36	26	638
D. There is no match.	2	0	0	0	0	1	50	1	50	626	2	0	0	50	50	626	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	29	2	7	13	43	11	37	4	13	641	29	7	43	37	13	641	32	7	40	34	20	640
B. about the same as my regular schoolwork	62	13	20	24	38	22	34	5	8	646	62	20	38	34	8	646	56	13	42	30	15	644
C. easier than my regular schoolwork	10	3	30	4	40	1	10	2	20	648	10	30	40	10	20	648	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	58	11	18	25	41	20	33	5	8	646	58	18	41	33	8	646	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	38	7	18	16	40	13	33	4	10	644	38	18	40	33	10	644	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	25	1	25	2	50	632	4	0	25	25	50	632	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	5	63	2	25	1	13	643	8	0	63	25	13	643	6	8	29	29	34	635
B. 30–45 minutes	53	9	16	18	33	21	38	7	13	643	53	16	33	38	13	643	33	10	37	34	19	641
C. 45–60 minutes	31	8	25	14	44	8	25	2	6	648	31	25	44	25	6	648	45	15	44	29	12	645
D. more than 60 minutes	9	1	11	5	56	2	22	1	11	646	9	11	56	22	11	646	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	2	100	0	0	632	2	0	0	100	0	632	9	14	35	29	22	641
B. two or three days a week	6	0	0	1	17	2	33	3	50	628	6	0	17	33	50	628	26	15	40	30	16	644
C. two or three times each month	24	10	40	5	20	8	32	2	8	652	24	40	20	32	8	652	31	13	43	30	14	644
D. never or almost never	69	8	11	36	50	22	31	6	8	644	69	11	50	31	8	644	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	0	0	3	27	7	64	1	9	637	11	0	27	64	9	637	17	8	35	33	24	639
B. two or three days a week	14	5	36	4	29	4	29	1	7	650	14	36	29	29	7	650	28	13	42	30	15	643
C. two or three times each month	45	9	20	18	39	14	30	5	11	645	45	20	39	30	11	645	31	15	43	30	13	645
D. never or almost never	31	4	13	15	47	9	28	4	13	644	31	13	47	28	13	644	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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